Kevin Roche

Meg Ryan

* What does the Student need to do that is difficult or impossible to do independently at this time?

Emily is having a difficult time with spelling, handwriting, trouble keeping up with the pace, and tape recording assignments

* What are the Student's special needs and areas of concern?

Emily’s special needs are considered LD. She is unable to keep up with the work required to stay full-time in a general education classroom. Her areas of concern include: spelling, handwriting, time with homework, and tape recorded assignments.

* What are the Student's current abilities related to the areas of concern?

Emily does not have any physical disabilities. The information provided only refers to what Emily cannot do.

* What materials and equipment are currently available in the environment?

Emily has tape recording equipment as well as a special education teacher that modifies her progress and assignments and makes accommodations when necessary.

* What is the physical arrangement? Are there special concerns?

We do not know what the physical arrangements are and it does not pertain to the disabilities of Emily.

* What is the instructional arrangement? Are there likely to be changes?

The instructional arrangement includes minimal help from a special education teacher who helps modify her assignments and makes necessary accommodations.

* What supports are available to the student?

Emily has limited support from the special education teacher as well as minimal accommodations (Example: tape recorder).

* What resources are available to the people supporting the student?

It has been recommended that Emily be removed from some of her academic classes and receive instruction in the resource program.

* Attitudes and expectations (staff, family, others)?

It says that Emily performed more accurately in elementary school, even though she was given limited amount of support. She is having a more difficult time now that she is in middle school.

* What naturally occurring activities take place in the environment?

Emily participates in a regular education classroom for the entire day, with minimal help from the special education teacher.

* What is everyone else doing?

Everyone else seems to be keeping up with the right pace, and Emily is falling behind because she is not at the same level of the other students.

* What specific activities support the student's curricular goals?

Emily is receiving help from the special education teacher to support her curricular goals.

* What are the critical elements of the activities?

Does not apply

* How might the activities be modified to accommodate the student's special needs?

We believe that Emily should receive more one on one time with the resource teacher to help her keep up with the rest of her classmates. The regular education teacher should implement more useful strategies to incorporate the progress of Emily’s handwriting, spelling, time management, and tape recording methods. Perhaps new methods of learning or new technology should be tested.

* How might technology support the student's active participation in those activities?

Emily needs another means for learning besides the tape recorder because the tape recorder is not allowing her to absorb the material properly. Better technology will enable her to learn and participate in class.

* Is it expected that the student will not be able to make reasonable progress toward educational goals without assistive technology devices and services?

It depends. Technology may not help her write, but it can help her practice and progress towards her goals (Example: spelling).

* What no tech, low tech, and high tech options should be considered when developing a system for a student with these needs and abilities doing these tasks in these environments?

High tech should be used when implementing software on the computer in order to progress Emily’s cognitive skills.

* What strategies might be used to invite increased student performance?

More resource time and more training of the teachers to help her performance will be a beneficial strategy that will increase Emily’s performance.

* How might these tools be tried out with the student in the customary environments in which they will be used?

The classroom will need an available computer in order to implement various software strategies for Emily. Emily will also need to be “pulled-out” when it is time for her to receive special education services that does not interfere with her other curricular goals and general education classes.